

Ladson Elementary

3321 Ladson Road
Ladson, SC 29456

Grades	PK-5 Elementary School	
Enrollment	463 Students	
Principal	Reginald L. Bright	843-764-2225
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	60	3

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Average	Average	No
2004	Average	Below Average	Yes
2005	Below Average	Good	No

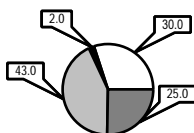
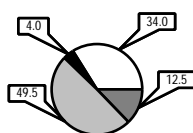
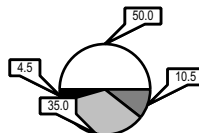
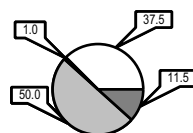
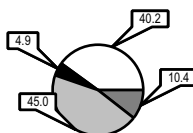
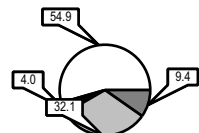
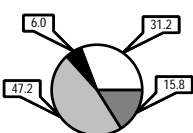
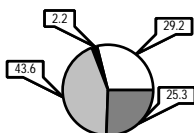
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	226	99.6	29.6	43.2	25.1	2.0	34.2	Yes	Yes
Gender									
Male	118	99.2	39.8	39.8	19.4	1.0	27.2		
Female	108	100.0	18.8	46.9	31.3	3.1	41.7		
Racial/Ethnic Group									
White	62	100.0	16.4	50.9	29.1	3.6	41.8	Yes	Yes
African American	143	100.0	34.9	38.8	24.8	1.6	32.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	94.4	41.7	50.0	8.3	0.0	8.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	99.5	25.3	45.5	27.0	2.2	36.0		
Disabled	23	100.0	66.7	23.8	9.5	0.0	19.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	226	99.6	29.6	43.2	25.1	2.0	34.2		
English Proficiency									
Limited English Proficient	17	94.1	54.5	36.4	9.1	0.0	9.1	I/S	I/S
Non-Limited English Proficient	209	100.0	28.2	43.6	26.1	2.1	35.6		
Socio-Economic Status									
Subsidized meals	170	99.4	30.2	44.3	24.8	0.7	30.9	No	Yes
Full-pay meals	56	100.0	28.0	40.0	26.0	6.0	44.0		

Mathematics – State Performance Objective = 36.7%									
All Students	226	100.0	34.0	49.5	12.5	4.0	33.0	Yes	Yes
Gender									
Male	118	100.0	36.5	46.2	11.5	5.8	29.8		
Female	108	100.0	31.3	53.1	13.5	2.1	36.5		
Racial/Ethnic Group									
White	62	100.0	27.3	45.5	21.8	5.5	45.5	Yes	Yes
African American	143	100.0	36.4	51.9	7.8	3.9	27.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	46.2	38.5	15.4	0.0	30.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	100.0	30.7	51.4	13.4	4.5	36.3		
Disabled	23	100.0	61.9	33.3	4.8	0.0	4.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	226	100.0	34.0	49.5	12.5	4.0	33.0		
English Proficiency									
Limited English Proficient	17	100.0	58.3	41.7	0.0	0.0	25.0	I/S	I/S
Non-Limited English Proficient	209	100.0	32.4	50.0	13.3	4.3	33.5		
Socio-Economic Status									
Subsidized meals	170	100.0	34.0	50.7	13.3	2.0	29.3	No	Yes
Full-pay meals	56	100.0	34.0	46.0	10.0	10.0	44.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	226	100.0	50.0	35.0	10.5	4.5	15.0
Gender							
Male	118	100.0	51.0	35.6	7.7	5.8	13.5
Female	108	100.0	49.0	34.4	13.5	3.1	16.7
Racial/Ethnic Group							
White	62	100.0	32.7	43.6	16.4	7.3	23.6
African American	143	100.0	57.4	30.2	8.5	3.9	12.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	61.5	38.5	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	203	100.0	47.5	35.8	11.7	5.0	16.8
Disabled	23	100.0	71.4	28.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	226	100.0	50.0	35.0	10.5	4.5	15.0
English Proficiency							
Limited English Proficient	17	100.0	75.0	25.0	0.0	0.0	0.0
Non-Limited English Proficient	209	100.0	48.4	35.6	11.2	4.8	16.0
Socio-Economic Status							
Subsidized meals	170	100.0	56.0	33.3	8.7	2.0	10.7
Full-pay meals	56	100.0	32.0	40.0	16.0	12.0	28.0

Social Studies							
All Students	226	100.0	37.5	50.0	11.5	1.0	12.5
Gender							
Male	118	100.0	42.3	45.2	11.5	1.0	12.5
Female	108	100.0	32.3	55.2	11.5	1.0	12.5
Racial/Ethnic Group							
White	62	100.0	25.5	54.5	18.2	1.8	20.0
African American	143	100.0	41.1	48.8	9.3	0.8	10.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	61.5	38.5	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	203	100.0	34.6	52.5	11.7	1.1	12.8
Disabled	23	100.0	61.9	28.6	9.5	0.0	9.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	226	100.0	37.5	50.0	11.5	1.0	12.5
English Proficiency							
Limited English Proficient	17	100.0	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	209	100.0	35.6	51.1	12.2	1.1	13.3
Socio-Economic Status							
Subsidized meals	170	100.0	38.0	53.3	8.7	0.0	8.7
Full-pay meals	56	100.0	36.0	40.0	20.0	4.0	24.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	87	100.0	15.7	37.3	42.2	4.8	47.0
	4	84	100.0	33.8	48.8	17.5	N/A	17.5
	5	69	98.6	50.8	38.5	10.8	N/A	10.8
	6	81	100.0	31.6	40.8	21.1	6.6	27.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	25.8	41.9	29.0	3.2	32.3
	4	74	98.7	28.1	39.1	31.3	1.6	32.8
	5	78	100.0	34.2	47.9	16.4	1.4	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	87	100.0	21.7	62.7	12.0	3.6	15.7
	4	84	98.8	40.0	47.5	8.8	3.8	12.5
	5	69	100.0	50.0	33.3	10.6	6.1	16.7
	6	81	100.0	10.5	43.4	26.3	19.7	46.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	24.2	59.7	12.9	3.2	16.1
	4	74	100.0	30.8	46.2	16.9	6.2	23.1
	5	78	100.0	45.2	43.8	8.2	2.7	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	56.5	38.7	3.2	1.6	4.8
	4	74	100.0	36.9	40.0	16.9	6.2	23.1
	5	78	100.0	56.2	27.4	11.0	5.5	16.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	29.0	59.7	9.7	1.6	11.3
	4	74	100.0	29.2	50.8	18.5	1.5	20.0
	5	78	100.0	52.1	41.1	6.8	0.0	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 463)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.6%	Up from 3.6%	4.0%	3.0%
Attendance rate	95.6%	Up from 95.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Down from 2.8%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Down from 3.1%	3.9%	3.2%
Eligible for gifted and talented	7.7%	Down from 10.0%	6.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Down from 6.9%	8.0%	8.2%
Older than usual for grade	1.7%	Down from 2.3%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.2%	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	52.9%	Up from 44.4%	50.0%	52.6%
Continuing contract teachers	70.6%	Up from 61.1%	81.1%	83.3%
Highly qualified teachers	96.9%	Up from 93.5%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 7.1%	2.6%	0.0%
Teachers returning from previous year	87.0%	Up from 80.2%	84.4%	87.0%
Teacher attendance rate	94.3%	No change	94.9%	95.0%
Average teacher salary	\$40,982	Up 4.3%	\$40,675	\$41,703
Prof. development days/teacher	20.7 days	Up from 19.1 days	12.7 days	12.8 days
School				
Principal's years at school	1.0	Down from 13.0	4.0	4.0
Student-teacher ratio in core subjects	26.1 to 1	Up from 18.1 to 1	17.5 to 1	18.8 to 1
Prime instructional time	88.5%	Up from 87.6%	89.2%	89.8%
Dollars spent per pupil*	\$5,123	Down 2.1%	\$6,802	\$6,242
Percent of expenditures for teacher salaries*	67.7%	Down from 68.5%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/R	Good	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		78.6%	89.4%	
Highly qualified teachers in high poverty schools		81.4%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

My first year as principal of Ladson Elementary has been both exciting and productive. Becoming a part of the Ladson community has confirmed my belief that without exception, our families, our staff, our children, and our community members are both dedicated and determined to ensure the best overall education for each and every child that attends our school.

We at Ladson, an Accelerated School, believe that all children can succeed. By using research to identify areas that we can strengthen, as well providing training and resources that support best practices in teaching, we have found the transition into the implementation of the Coherent Curriculum to be a smooth and highly successful one. As we implement skill level grouping based on the results of MAP testing, our children are mastering skill areas that may have been less strong than desired and are moving ahead to accelerate in the areas that are appropriate. Both "Walk to Read" and "March to Math" have provided instructional groupings that address the needs of the individual child. With a solid focus on the state standards and the use of differentiation and integration of content, we see positive strides in our student population and continue to reach for gains in PACT testing, moving more and more students to basic and above.

Having an Absolute Rating of Average and an Improvement Rating of Below Average, our goal is to move forward to the next level or beyond. We continue to work to meet our Adequate Yearly Progress objectives with a 19 out of 19 goals met as we did this past year.

As a part of our community, you are the strength and support that we need to support our school in helping all our children become the best educated individuals possible. I invite you to participate with us with your voice, your vision, your resources, and your goals. Join our PTA, volunteer in our classrooms and share the skills and knowledge that you have to offer. Our door is open and the welcome mat is always out. Thank you for the privilege of serving you and the children of our community. We as a school look forward working with you.

Reginald Bright, Principal

Kathryn Brown, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	75	36
Percent satisfied with learning environment	97.0%	90.3%	76.5%
Percent satisfied with social and physical environment	93.8%	86.3%	83.3%
Percent satisfied with school-home relations	41.2%	87.7%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.